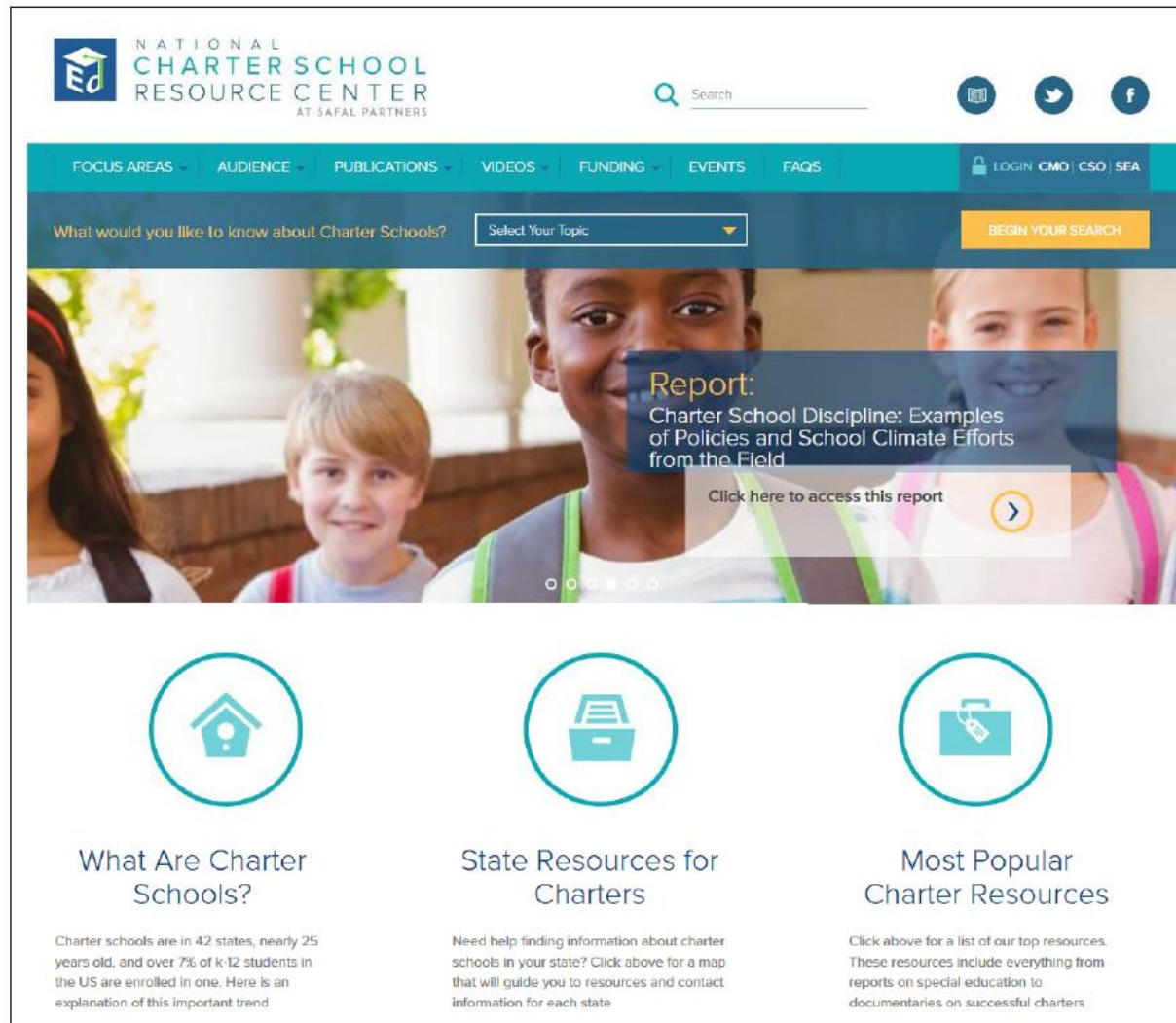# Student Discipline and School Climate in Charter Schools

As you enter the webinar, please answer the following questions in the Q&A box:

1. What aspect of your school climate do you most want to improve?
2. How often does your school collect and analyze discipline data?

July 21, 2016

About the National Charter School Resource Center
www.charterschoolcenter.ed.gov

> Funded through the **U.S. Department of Education**

> Makes accessible **high-quality resources to support the charter school sector**

Agenda

> **Welcome and Introductions**

> Issues and Research Related to Student Discipline in Charter Schools
>> Dr. Robert Mayo and Dr. David Osher, American Institutes for Research (AIR)
>> Q&A

> City-wide Reform of Discipline Policies and School Climate
>> Naomi DeVeaux and Rashida Young, DC Public Charter School Board (PCSB)
>> Q&A

> Using Data to Change School Policies and Practices
>> Rachelle Roberts, Friendship Public Charter Schools
>> Q&A

Moderator

Presenters

Nora Kern
NCSRC

Dr. David Osher
AIR

Dr. Robert Mayo
AIR

Presenters

Naomi DeVeaux
PCSB

Rashida Young
PCSB

Rachelle Roberts
Friendship PCS

Webinar Logistics

> Use the chat feature for technical questions

> Use the Q&A box to ask questions and respond to audience questions

> Questions will be answered during Q&A following each presenter

> The webinar recording will be available on the NCSRC website by July 25, 2016.

> We will ask you to fill out a survey after the webinar concludes

Background

The U.S. Department of Education (ED), in partnership with the U.S. Departments of Justice and Health and Human Services, has worked closely with educators through the #RethinkDiscipline campaign to support initiatives that build positive school climates and develop less punitive approaches to school discipline.

School climate is a multi-faceted concept that describes the extent to which a school community creates and maintains a safe school campus; a supportive academic, disciplinary, and physical environment; and respectful, trusting, and caring relationships throughout the school community.

Introduction

Charter School Discipline Toolkit: A Toolkit for Charter School Leaders

Charter School Discipline: Examples of Policies and School Climate Efforts from the Field

Case Study: Student Discipline and School Climate in Charter Schools

Professional development information and tools to develop supportive classrooms and schools that prevent conflict and support the diversity of student needs

Agenda

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Recent Research Findings:
The Charter School Sector (1 of 2)

> Charter schools suspend a greater percentage of students than traditional public schools.

> However, the suspension rate in charter schools is trending downward, declining to 6.5 percent in 2013-14 from 7.3 percent in 2011-12.

> This decrease in suspensions occurred even with a broader definition of suspensions in the most recent collection.

> Students of color still experience higher suspension rates in charter schools: 9.0 percent of students of color (American Indian/Alaska Native, Black, and Hispanic students) are suspended in charter schools versus 8.5 percent in traditional public schools.

> By contrast, white students experience a lower suspension rate in charter schools. There is a 2.8 percent suspension rate for White students enrolled in charter schools, compared to a 3.7 percent White suspension rate in traditional public schools.

Recent Research Findings:
The Charter School Sector (2 of 2)

> In all public schools, Black students are 3.8 times as likely to receive one or more out-of-school suspensions as White students.

> Students with disabilities, protected under the Individuals with Disabilities Education Act (IDEA), are more than twice as likely to receive one or more out-of-school suspensions in any public school as students without disabilities.

> Black students are nearly twice as likely to be expelled from any public school as are White students.

What Research Says About Punitive Discipline

Significantly increases the likelihood of students:

> Repeating a grade
> Dropping out
> And/or becoming involved in the juvenile justice system

Significantly decreases the likelihood of students:

> Receiving instruction
> Participating in class
> Completing work
> Participating in deeper learning
> Graduating

Digging Deeper on Post-Suspension Harm (1 of 2)

3 Years After Suspension:

> Students already had substantially lower pre-suspension achievement than did students in the comparison group.

> Although already behind, previously suspended students gained considerably less academically throughout 3 years with suspensions.

> Students had higher drop-out rates
>> Trends worse with:
>>> Increases in suspensions
>>> Decreases in achievement

Digging Deeper on Post-Suspension Harm (2 of 2)

3 Years After Suspension:

> Similar problems for children with emotional and behavioral disabilities and learning disabilities

> Impacts on suspended students persist
>> To college and through drop out
>> To the work place

> Appears to have collateral consequences for students who are not suspended in high suspending schools on math and literature grades

Suspension Can Exacerbate Other Problems

> Neglected and abused students more likely to be disciplined

> Students who have experienced trauma may be re-traumatized

> Student exposed to violence already may have problems with self-esteem

>> i.e., exposure to violence predicted decreased feelings of safety in the school and neighborhood and lower levels of parental support and involvement in school, which, in turn, was associated with lower student self-esteem and academic success

Creating a Safe, Disciplined, Productive Classroom

> Connect with every student

> Create a safe and *non-humiliating* space

> Build a classroom community that incorporates student voice

> Model and build social emotional competence

> Create and reinforce student success

> Differentiate support by being in each student's zone of proximal development

> Focus on strengths

> Create and sustain learning vectors

The Changing Policy Landscape

> By Fall 2016, every state must submit a plan for implementing the ESSA requirements for approval by the U.S. Secretary of Education.

> Charter LEAs are expected to comply fully with the law unless state law explicitly exempts them.

> The plan must include assurances that it will meet this obligation.

> ESSA Sec. 1111 also gives states the flexibility to add school climate as an annual indicator of school quality or student success.

> ESSA Sec. 4106 states that before receiving funding LEAs must conduct a comprehensive needs assessment to examine data-grounded high-priority needs including the conditions for student learning necessary to create a healthy and safe school environment.

Countering Ambiguity

Defining Monitoring, Accountability and Capacity-building Roles & Responsibilities

> Authorizers

> Schools' governing boards

> Individual school and/or CMO-wide leadership

> State Education Agencies

Implications for Charter Schools (1 of 4)

Periodic Policy and Programmatic Review and Revision

> Clear delineation of *fair, developmentally appropriate* and *minimally exclusionary* continuum of infractions, preventions, interventions and consequences
>> Tailored by developmental stages v. one size fits all
>> Suspensions and expulsions as last resorts
>> Strong attention to subjective v. objective infractions
>> Programs and initiatives aimed at supporting students in prevalent areas of need
>> Students', families' and educators' roles and responsibilities

> Authentic engagement of key stakeholders in this process (e.g., students, parents, board members, and community partners)

Implications for Charter Schools (2 of 4)

Periodic Policy and Programmatic Review and Revision

> Implementation of developmentally appropriate, culturally competent, and evidence-based social, emotional, and behavioral preventions and interventions, including but not limited to:

>> Positive Behavioral Interventions and Supports (PBIS)
>> Restorative Practices
>> Social and Emotional Learning (SEL)
>> Trauma-sensitive and informed care
>> Early Warning Systems and Student Support Teams
>> Counseling and social work supports
>> Functional Behavioral Assessments and Behavior Intervention Plans
>> Mentoring

Implications for Charter Schools (3 of 4)

Mine and Mind Your Data

> Formally collect, monitor, analyze and evaluate disaggregated discipline data trends on at least a quarterly basis to identify:
>> Subgroups that may be experiencing comparatively high rates of suspensions and expulsions evidencing disparities and disproportionalities or potential implicit bias
>>> e.g., by race/ethnicity, special education status
>> Building locations, grade levels, classrooms, times of day, peak months evidencing high rates of behavioral infractions
>> Areas of strength that should be celebrated in a formal manner, reflected upon and used to improve school- or CMO-wide efforts

> Set data-driven rigorous, yet realistic annual climate, culture and discipline goals

Mine and Mind Your Data

> Map available resources aimed at supporting students' social, emotional, and behavioral needs in an effort to identify, revisit and/or address:
>> Student support service delivery gaps and overlaps (schoolwide and for subgroups)
>> Necessary intra-school/CMO collaborative policies and procedures
>>> SPED teams, discipline or school climate teams, and discipline decision-makers
>> Specific educators and families in need of additional supports
>> Necessary partnerships with families, public social service agencies and community-based organizations
>> Professional practices meriting individual and collective capacity -building via adjusted resource allocations (e.g., cultural and linguistic competency, restorative practices)

> Relationships, Relationships, Relationships!

Resources

> The National Center on Safe and Supportive Learning Environments(NCSSLE) https://safesupportivelearning.ed.gov/

>> ED School Climate Surveys (EDSCLS) https://safesupportivelearning.ed.gov/edscls

>> Addressing the Root Causes of Disparities in School Discipline Action Planning Guide https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline

> The National Supportive School Discipline Community of Practice (SSDCoP) http://ssdcop.neglected-delinquent.org/

> The National Clearinghouse on Supportive School Discipline (NCSSD) http://supportiveschooldiscipline.org/

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# Questions & Answers

Please submit any questions in the Q&A box.

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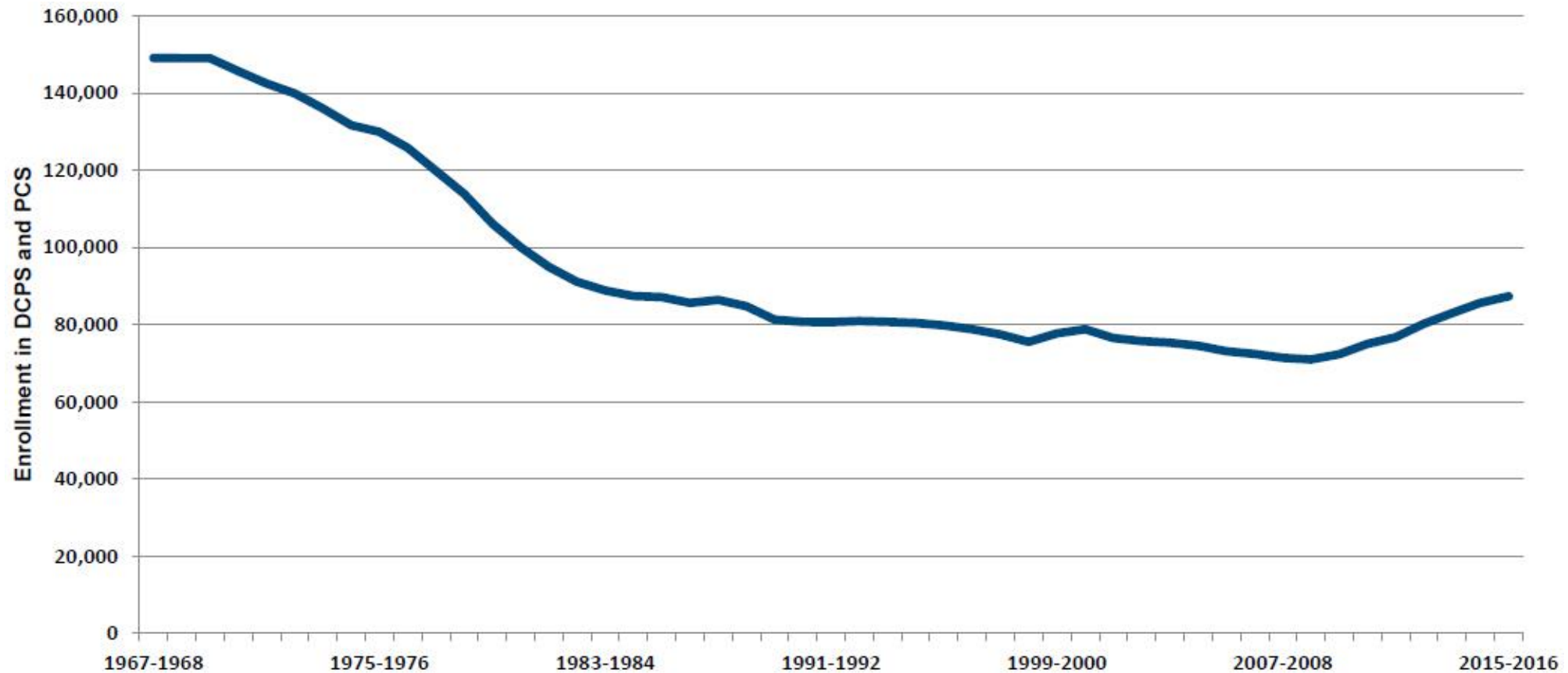>> Q&A

DC's Landscape (1 of 2)

> There are 115 charter schools in Washington, DC, operated by 65 nonprofits and located in 102 separate facilities around the city.

> These schools served 38,905 students in SY2015-2016.

Charter school market share growth over time
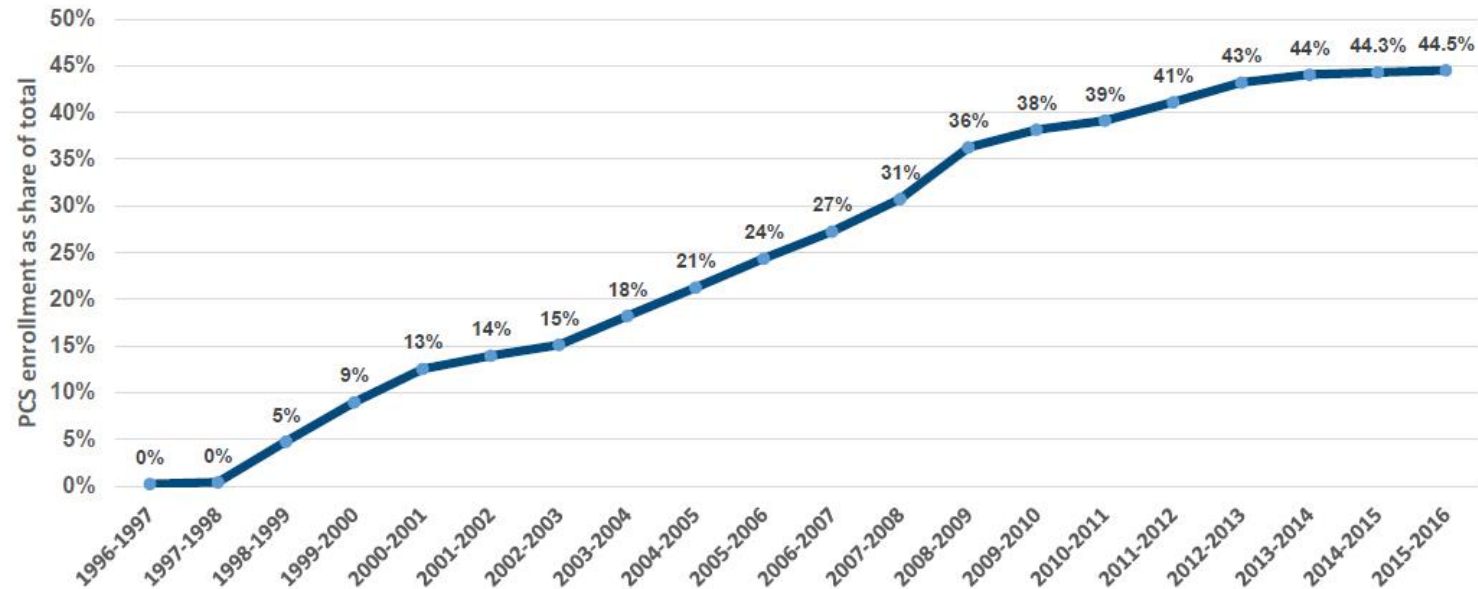
DC's Landscape (2 of 2)

> City-wide total enrollment is climbing after years of decline.

Transparency

Transparency is Paramount

> Authorizers should rely on an approach centered on transparency and dialogue with charter school leaders.

>> Transparency surrounding difficult issues leads schools to improve their performance *without resorting to additional regulation*.

> At DC PCSB, we preserve autonomy by:

>> Collecting accurate discipline data;

>> Making exclusionary discipline data public, accessible and transparent;

>> Monitoring school discipline data;

>> Requiring discipline policies that promote equity; and,

>> Facilitating discussions about approaches to school discipline.

Equity Reports: Background

> The Equity Reports promote transparency, equity and choice by providing unprecedented data about school performance.

> The goal is to:
>> address some of the most critical issues aroundequity in public education; and,
>> foster conversations among stakeholders on areas of growth.

> The result has led to:
>> public charter and traditional schools working closely together and harmonizing data collection;
>> a dramatic increase in the visibility and awareness of each school's discipline rates; and,
>> increased efforts by schools to decrease the rate of out-of-school suspensions and expulsions.
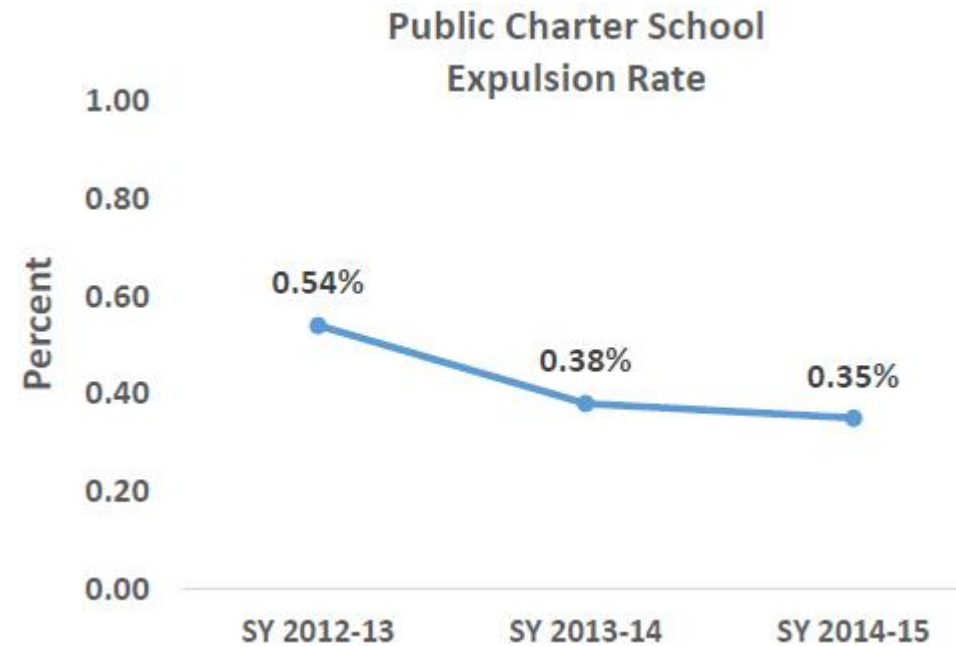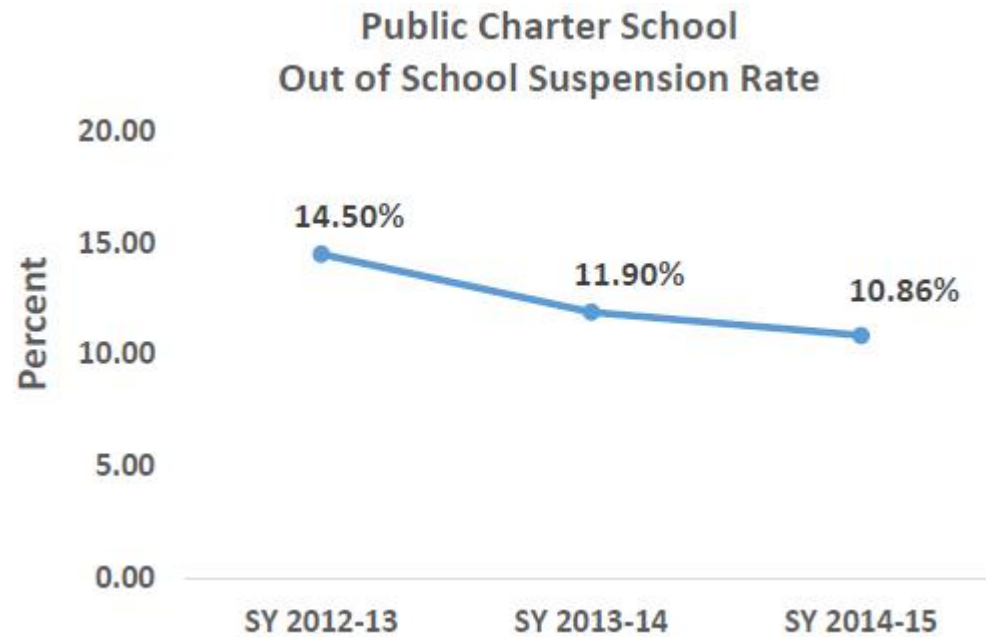
Equity Reports

Equity Reports Help Dispel Charter School Myths in DC

> The 115 charter schools serve the highest-needs students at higher levels than the 113 traditional public schools in DC.

Enrollment Rate by Subgroup
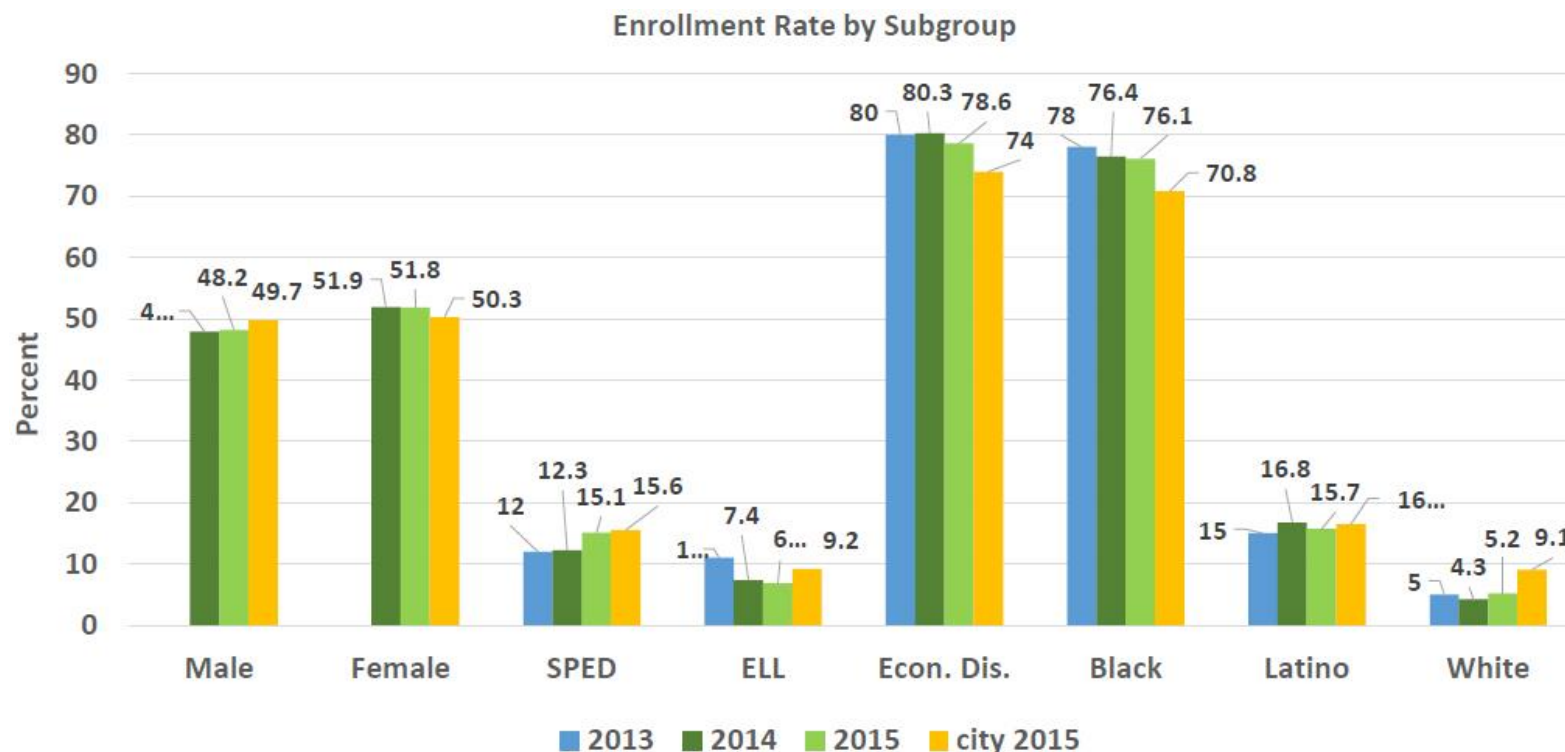
Discipline Over Time

Discipline Rates Over Time for DC Charter Schools

Public Charter School Out of School Suspension Rate

- SY 2012-13: 14.50%
- SY 2013-14: 11.90%
- SY 2014-15: 10.86%

Public Charter School Expulsion Rate

- SY 2012-13: 0.54%
- SY 2013-14: 0.38%
- SY 2014-15: 0.35%

Equity Reports Help Dispel Charter School Myths in DC

> Out-of-school suspension rates are decreasing for each subgroup over time.

Rate of Students with 1+ Day Suspension

Legend: 2013, 2014, 2015, City 2015
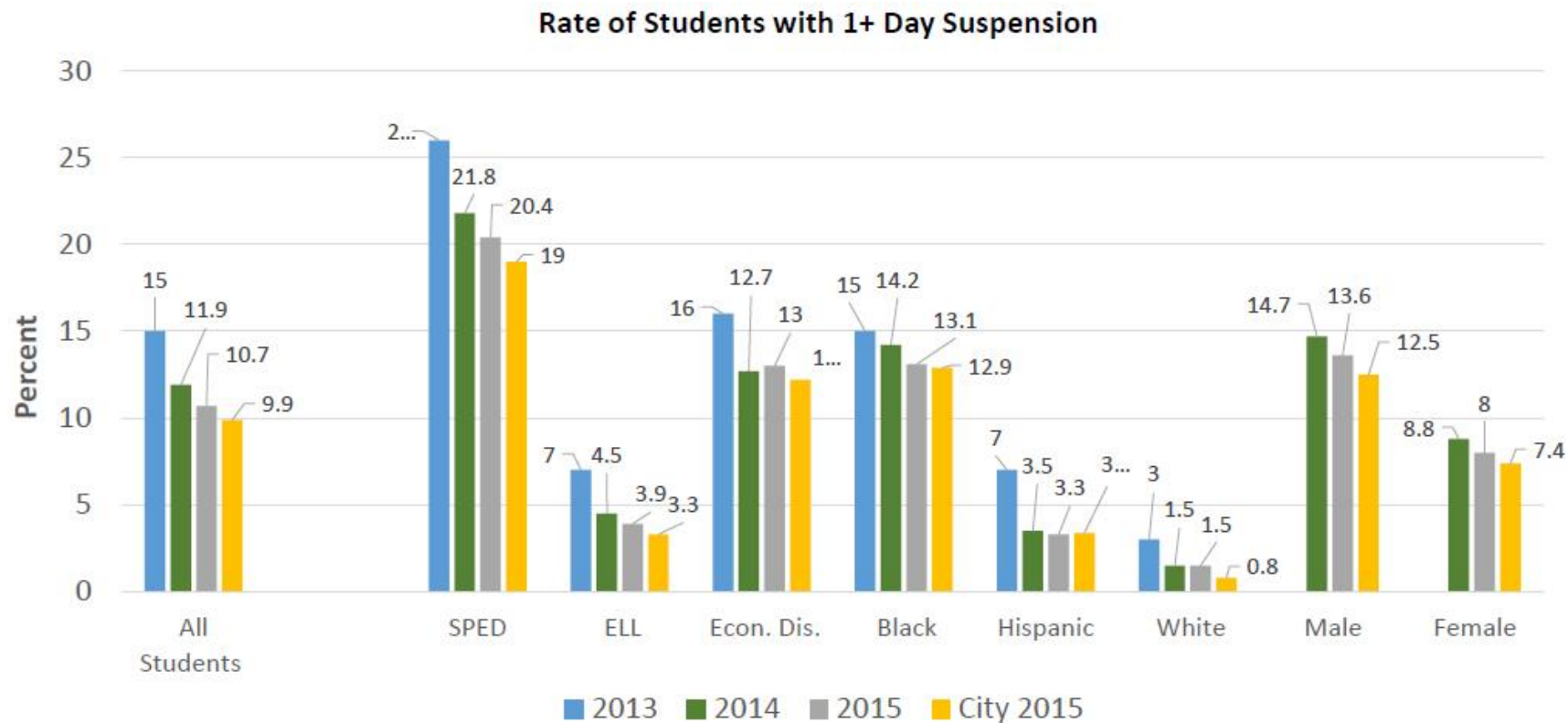
Equity Reports (2 of 2)

Equity Reports Help Dispel Charter School Myths in DC

> DC charter schools do not force students out mid-year.

	2013 Charter	2014 Charter	2015 Charter Average	Citywide Average
Midyear Withdrawal	4.9%*	5.0%*	5.3%	8.6%**
Midyear Entry	0.9%	0.5%	0.8%	7.5%
Net Movement	-4.0%	-4.5%	-4.6%	-1.2%

*   *Public charter sector's MYW calculation using current business rules was 5.4% for SY 12-13 and 5.5% for SY 13-14.*

**The state aggregate Equity Report does not omit adults and closed schools from the overall state rate, whereas they are omitted from the sector and individual school rates.*

Takeaways

Key Takeaways

> Data transparency is essential to impel action that leads to policy changes and dispel myths.

> Charter school authorizers can use a variety of strategies to preserve school autonomy.

> Examining school data leads to improved school culture.

> DC PCSB White Paper: *Honest Approach to School Discipline* (http://www.dcpcsb.org/white-paper-honest-approach-discipline)

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>> **Rachelle Roberts, Friendship Public Charter Schools**
>> **Q&A**

Blow Pierce Middle

Discipline Report Dashboard for Blow Pierce MS
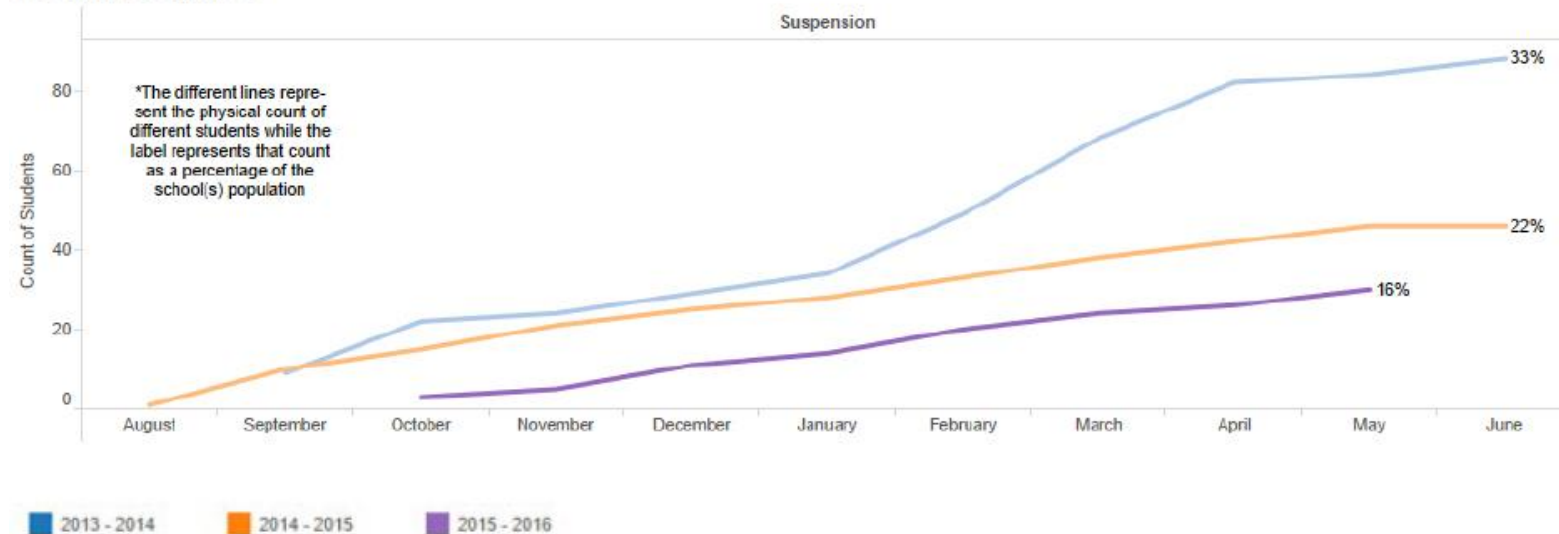
Blow Pierce MS

Top 5 Elementary Infractions (PreK-5)

Infraction	# of Inf	
E-A6	3	Engages in disorderly conduct
E-B1	3	Fights with another student
E-A1	2	Uses inappropriate language of an offensive nature (verb/writt..
E-C11	2	Assaults or attempts to assult an individual
E-B7	1	Intices another student to commit a Class 2 infraction

Top 5 Secondary Infractions (6-12)

Infraction	# of Inf	
S-C17	8	Assaults or attempts to assult an individual
S-A4	6	Does not follow directions of an adult
S-C23	3	Possess an object that can be used as a weapon
S-A5	2	Engages in disorderly conduct
S-C15	2	Attempts/Commits severe bodily injury to another person

Students Disciplined

*The different lines represent the physical count of different students while the label represents that count as a percentage of the school(s) population

Legend:
- 2013 - 2014
- 2014 - 2015
- 2015 - 2016

Short Term – Short Term Out of School Suspension
Long Term – Long Term Out of School Suspension
Exp - Expulsion

Chamberlain Middle

Discipline Report Dashboard for Chamberlain MS

Chamberlain MS

Top 5 Elementary Infractions (PreK-5)

Infraction	# of Inf	
E-C11	3	Assaults or attempts to assult an individual
E-B1	2	Fights with another student
E-C6	1	Trespasses on school property or at school event

Top 5 Secondary Infractions (6-12)

Infraction	# of Inf	
S-C3	4	Fights with another student
S-A5	1	Engages in disorderly conduct
S-B2	1	Inappropriate use of technology
S-C12	1	Commits a threatening act against an individual
S-C4	1	Engages in harrassment

Students Disciplined
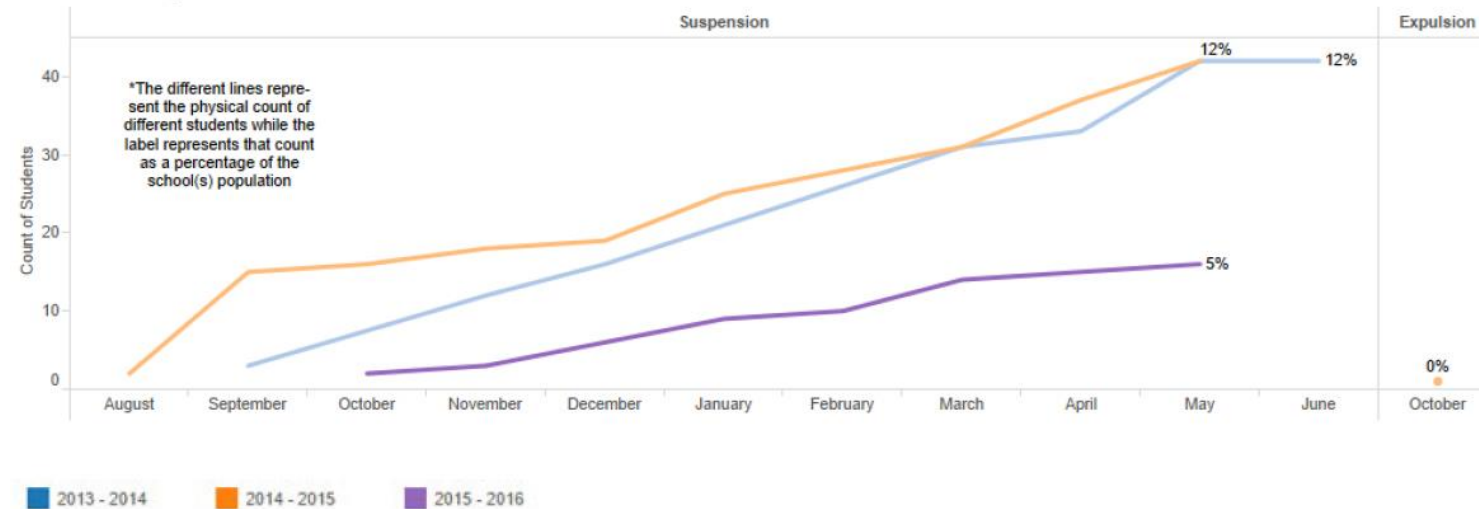
Short Term – Short Term Out of School Suspension
Long Term – Long Term Out of School Suspension
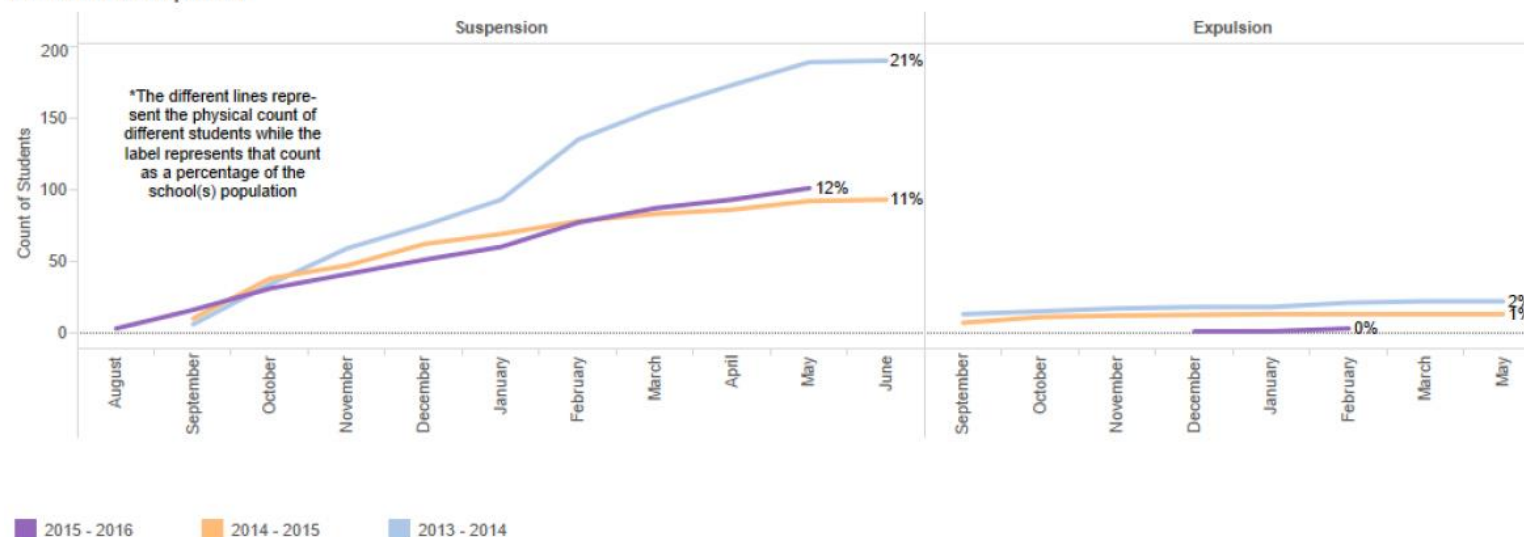Exp - Expulsion

Collegiate High

Discipline Report Dashboard for Collegiate

Collegiate

Top 5 Secondary Infractions (6-12)

Infraction	# of Inf	
S-C3	43	Fights with another student
S-C23	16	Possess an object that can be used as a weapon
S-A5	11	Engages in disorderly conduct
S-B3	11	Is anywhere other than assigned location without permission
S-C17	11	Assaults or attempts to assult an individual

Students Disciplined

*The different lines represent the physical count of different students while the label represents that count as a percentage of the school(s) population

■ 2015 - 2016   ■ 2014 - 2015   ■ 2013 - 2014

Short Term – Short Term Out of School Suspension
Long Term – Long Term Out of School Suspension
Exp - Expulsion

Southeast Elementary
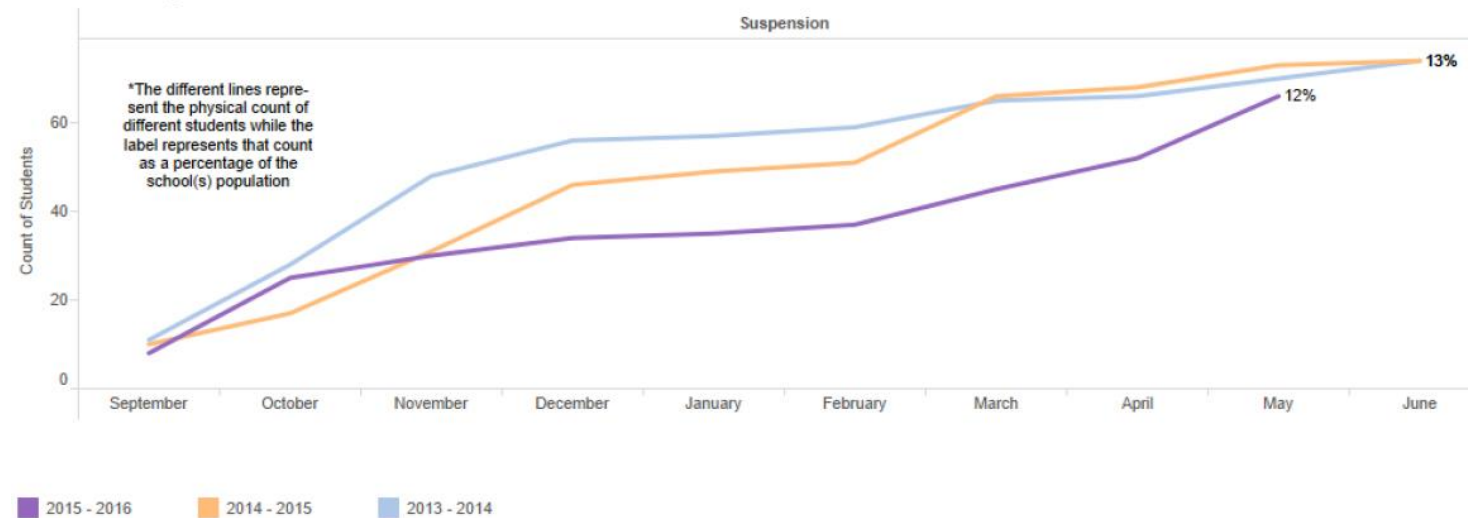

Discipline Report Dashboard for Southeast

Southeast

Top 5 Elementary Infractions (PreK-5)

Infraction	# of Inf	
E-C11	35	Assaults or attempts to assult an individual
E-B1	30	Fights with another student
E-A1	6	Uses inappropriate language of an offensive nature (verb/writt..
E-A5	4	Does not follow directions of an adult
E-C8	2	Possesses alcohol, drugs, or tobacco

Top 5 Secondary Infractions (6-12)

Infraction	# of Inf	
S-C3	1	Fights with another student

Students Disciplined

Short Term – Short Term Out of School Suspension
Long Term – Long Term Out of School Suspension
Exp - Expulsion

Woodridge Middle

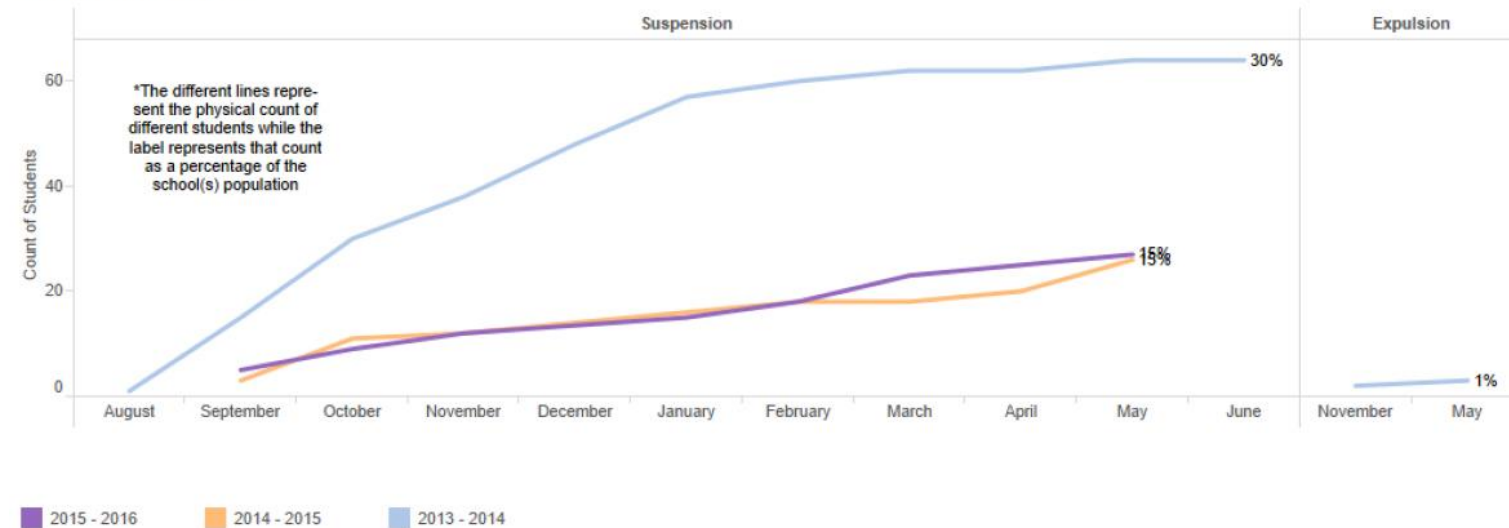
Discipline Report Dashboard for Woodridge MS
Woodridge MS

Top 5 Elementary Infractions (PreK-5)

| Infraction	# of Inf	
E-B1	4	Fights with another student
E-B5	3	Inappropriate use of technology
E-A1	1	Uses inappropriate language of an offensive nature (verb/writt..
E-B4	1	Vandalism, Theft, or destruction of property (Under $100)
E-C9	1	Commits a threatening act against an individual

Top 5 Secondary Infractions (6-12)

Infraction	# of Inf	
S-A5	4	Engages in disorderly conduct
S-C3	4	Fights with another student
S-C17	2	Assaults or attempts to assult an individual
S-C4	2	Engages in harrassment
S-B1	1	Possesses matches or lighter

Students Disciplined

*The different lines represent the physical count of different students while the label represents that count as a percentage of the school(s) population

Legend: 2015 - 2016 | 2014 - 2015 | 2013 - 2014

Short Term – Short Term Out of School Suspension
Long Term – Long Term Out of School Suspension
Exp - Expulsion

Short-term Suspensions

% of Students Receiving Short-Term Suspensions
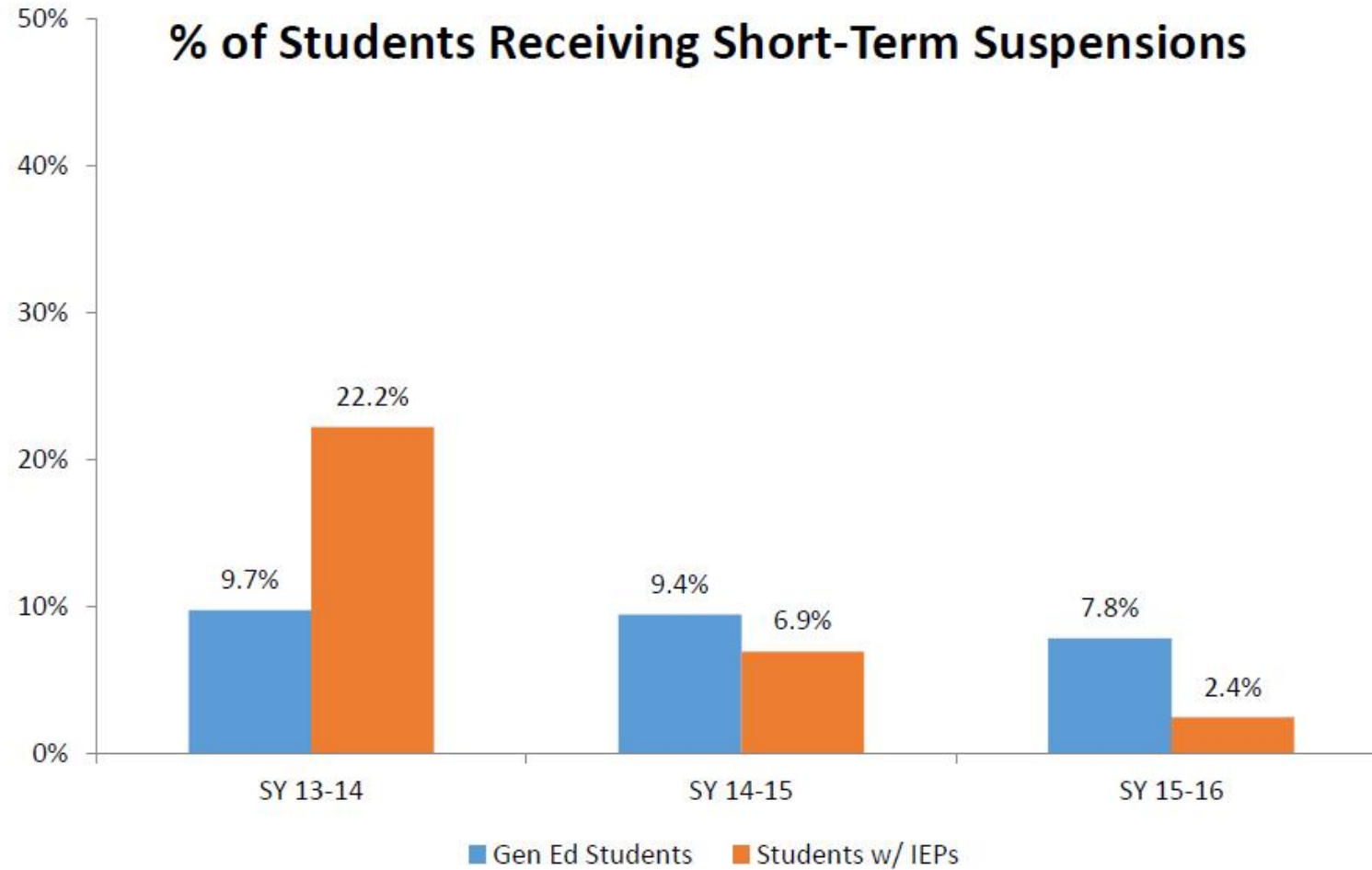
Positive School Culture

Our Core Values

> Integrity

> Responsibility

> Confidence

> Caring

> Commitment

> Practice

> Persistence

> Respect

Culture

> Revised our Discipline Policy for student with disabilities

> Transitioned from a culture of suspension to creating positive incentive for students to live the core values

> Growth vs Fixed Mindset

> Restorative Practices

Questions & Answers

Please submit any questions in the Q&A box.

NCSRC Resources (1 of 3)

> ## Discipline
> > Student Discipline and School Climate in Charter Schools
> > Charter School Discipline: Examples of Policies and School Climate Efforts from the Field
> > Charter School Discipline Toolkit: A Toolkit for Charter School Leaders
> > Discipline Resource page on NCSRC website: https://www.charterschoolcenter.org/category/focus-areas/discipline

> ## White Papers and Reports
> > Authorizer Evaluation Summary: An Analysis of Evaluations of Authorizer Quality
> > District-Charter Collaboration: A User's Guide
> > Student Achievement in Charter Schools: What the Research Shows
> > An Analysis of the Charter School Facility Landscape
> > Finding Space: Charters in District Facilities
> > Charter Schools and Military Communities: A Toolkit

(White Papers and Reports cont'd)
> > Legal Guidelines for Educating English Learners in Charter Schools
> > Engaging English Learner Families in Charter Schools

> ## Case Studies
> > AppleTree (Early Learning)
> > DC Public Charter School Board (Authorizer)
> > Camino Nuevo's Kayne Siart Campus
> > Indianapolis Mayor's Office (Authorizer)
> > Cornerstone Prep (Turnaround)
> > Yes Prep/Houston (District-Charter Collaboration)
> > Two Rivers Public Charter School (SWD)
> > Folk Arts Cultural Treasures Charter School (EL)
> > Alma del Mar (EL)
> > El Sol (EL)
> > Brooke Roslindale Charter (SWD)

NSCRC Resources (2 of 3)

> **Webinars**

>> SEA Webinar: Use of Funds
>> SEA Webinar: Annual Independent Audits
>> SEA Webinar: Early Childhood Learning in Charter Schools
>> SEA Webinar: Data Management Tools for Risk Based Monitoring
>> SEA Webinar: Weighted Lotteries
>> SEA Webinar: Charter School Closure
>> SEA Webinar: Measuring Authorizer Quality
>> SEA Webinar: Financial Management and Fiscal Controls
>> General Webinar: Supporting Students with Disabilities
>> General Webinar: Serving English Language Learners and Families
>> Credit Enhancement Webinar: Evaluating Charter School Performance
>> Credit Enhancement Webinar: Evaluating Charter School Performance During the Transition to Common Core
>> Credit Enhancement Webinar: Recent Developments in CSP Guidance
>> Credit Enhancement Webinar: Authorizer Collaboration
>> Credit Enhancement Webinar: Collaboration to Enhance Facility Financing

> **CSO Master Classes**

>> School Leadership Development
>> New School Development
>> Emerging Legal Issues
>> Federal Funding Opportunities
>> Legal Issues Impacting the Public Charter Sector Webinar: Student Discipline – Policy & Practices in Public Charter Schools
>> Closing Low-Performing Public Charter Schools - State Level Strategies
>> Parent & School Engagement for CSOs
>> Board Development and Governance

NSCRC Resources (3 of 3)

> **Newsletters**
>> Discipline Resources
>>
>> Rural Charter Schools Report
>>
>> Aldine ISD and YES Prep District-Charter Collaboration Case Study
>>
>> District-Charter Collaboration: A User's Guide
>>
>> Student Achievement in Charter Schools: What the Research Shows
>>
>> Serving English Language Learners and Families
>>
>> Charter Schools Serving Military Families
>>
>> English Learners in Charter Schools: Key Opportunities for Engagement and Integration
>>
>> Finding Space: Analyzing Charter School Facilities

Links to Additional Resources

American Institutes for Research
[National Clearinghouse on Supportive School Discipline](#)

DC Public Charter School Board
[School Equity Reports](#)

Friendship Public Charter Schools
www.friendshipschools.org

The National Charter School Research Center
www.charterschoolcenter.ed.gov

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